



LONGBENTON HIGH SCHOOL

Learning Support Policy

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| RESPONSIBILITY: | SENCO |
| IMPACT ASSESSMENT: | Yes |
| GOVERNING COMMITTEE: | Curriculum Sub-Committee |
| REVIEWED: | 2014 |
| RATIFIED: | 2014 |
| WEBSITE: | Yes |

Rationale

The School is committed to providing full access to the National Curriculum by offering a broad and balanced curriculum to all students including those with special educational needs. The School has a Learning Support Department, led by the Special Needs Co-ordinator (SENCO). This consists of a team of experienced and qualified teachers and support assistants.

All members of the teaching staff acknowledge that there are students in their classes with special educational needs. They are encouraged to develop their expertise through INSET and liaison with Learning Support and Pastoral Leaders. The on-going development by subject teachers of differentiated approaches and resources is an essential part of enabling all students to have maximum access to the National Curriculum.

Purpose

- (1) To identify through appropriate assessment all students with special educational needs in line with the Code of Practice.
- (2) To provide appropriate support to students who find learning difficult.
- (3) To provide appropriate support to students with disabilities.
- (4) To use the full expertise of the School staff and accessibility of the School buildings to promote the inclusion of students with learning, behaviour, physical and sensory disabilities.
- (5) To seek from the Local Authority the appropriate resources to make greater inclusion possible.
- (6) To provide a flexible range of accredited courses and challenges to facilitate the needs of targeted students in Key Stages 4 and 5.

Guidelines

- (1) The Learning Support team will co-ordinate special needs identification, assessment, and support.
- (2) The Learning Support team will liaise closely with the Pastoral Leadership Team, Curriculum Leaders, class teachers and external agencies.
- (3) Parents will be informed if their child has an identified special need and encouraged to discuss and support any additional teaching or educational programme provided.
- (4) Children with special educational needs will usually be supported in the normal classroom situation. Support teachers and assistants will aid the development of literacy and numeracy skills, particularly by concentrating help in Key Stage 3.
- (5) Curriculum Leaders and teachers will devise learning strategies to accommodate students of all needs and abilities.
- (6) When individual students present behaviour untypical of their peers, the appropriate Year Leader, following consultation with the SENCO, will discuss matters with parents and agree appropriate action plans.
- (7) Where no improvement occurs, following a sustained period of intervention or when the Year Leader or SENCO have additional

concerns, the help, support and advice of appropriate external agencies will be sought.

Conclusion

The School will endeavour to use its resources to provide appropriate support to students with special educational needs, thus enabling all students to obtain maximum benefit from the full school curriculum.